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This teacher characteristics bibliography, published by the ERIC Clearinghouse on Early Childhood Education, presents the resumes of 82 documents relevant to the teacher herself or which concern her relationship to pupils or colleagues. Most of the documents deal with teachers of preschool or primary age children, but a few report on teachers of older students or adults. The majority of the documents selected for this bibliography are available through the ERIC system. For the remainder, a source is provided at the end of the resume. Directions for ordering documents and an order blank are included. (WD)

ED029716

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# *Bibliography:*
# *Teacher Characteristics*

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PS 002001

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## PREFACE

What are teacher characteristics? Are they personality factors or the training or talent that distinguishes a good teacher from a poor one? Are characteristics intellectual or behavioral and how can they be determined?

When this bibliography was first discussed, these questions were asked. After consideration of the available ERIC documents, it was decided to include in the *Teacher Characteristics Bibliography* any documents which were relevant to the teacher herself or which concerned her relationship to pupils or colleagues.

Because a teacher's role is complex, her background, personality, and classroom environment all affect her performance. The children's reactions to her style also should be considered in regard to pupil learning and retention. Certain groups such as disadvantaged urban or migrant children may need teachers with particular training for their specific problems.

Inservice training programs are the topics of other documents. How long should inservice institutes be, and how often should teachers be refreshed by training courses? If a teacher feels dissatisfied because she has to teach in a difficult school, how can she be helped to cope with her feelings? What studies have been done on the effects of teachers' attitudes or beliefs on classroom learning?

Research on teacher characteristics is being conducted at many universities and child development centers throughout the country. Some of the documents included in this bibliography are reports of study results; others are discussions of questions raised by people concerned about the best environment for learning.

Although most resumés are about teachers of preschool or primary age children, a few report on teachers of older students or adults. Of particular interest to Head Start personnel will be the documents centered on the preschool teacher and discussions of those characteristics desirable for teachers of very young children. Reports on Head Start projects, teacher attitude studies, and the response of disadvantaged children to different kinds of teachers can be found under appropriate headings in the Subject Index on page 44. Subject categories are arranged according to the descriptive terms written for the ERIC information retrieval system. If two categories seem similar, read both groups of abstracts, as they will be relevant to your interests.

Instructions on how to order ERIC documents are given on page 42. The list of additional book and journal references appended to the annotated sections of this bibliography represent a very small sample of the documents on teacher characteristics available outside of the ERIC system. For extensive study, consult current periodical and book listings in your library.

A broad definition of teacher characteristics was accepted as a basis for selecting documents for this bibliography. Study resumés reported here have not been evaluated with reference to quality but were included because of relevancy to the subject and availability through the ERIC system. When a document reported was available only from another source, the source is given immediately following the abstract. The documents selected describe the teacher's own attributes and her relationship to other elements in the educational scene which affect her performance. We hope they will prove useful to your further understanding of what makes a good teacher.

# CLASSROOM MANAGEMENT

**PS 000 030**

Keliher, A.V.

**EFFECTIVE LEARNING AND TEACHER-PUPIL RATIO.** 3 pages.

According to research studies, overcrowded classrooms tend to depress a pupil's personal, creative, and social development. A quicker adjustment by the pupil, more individual attention to the pupil, and increased encouragement of the pupil generally will result from low teacher-pupil ratios. Evidence indicates that the high school teacher-pupil ratio is lower than the ratio for elementary grades. Therefore, in addition to having too many pupils per classroom throughout the whole system, the lower grades, which most need a low teacher-pupil ratio, have the highest. The desirable teacher-pupil ratio is 1 to 25 for normal children and about 1 to 10 or 15 for culturally deprived, retarded, and handicapped children. (Available from Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. Price: $0.10.)

**ED 001 632**

Manch, J.

**PROGRAM OF 1963-1964, DEMONSTRATION SCHOOL NO. 12.** 10 pages.

An outline with suggested teaching practices for the in-service teacher training program is presented. A general outline of the overall program includes information on the staff of the demonstration school, the classroom observations and demonstrations performed, and the conferences held which relate directly to instruction. The material used in the demonstration includes the care and arrangement of the classroom, classroom routines, classroom management and control, lesson planning, standards for written work, materials of instruction, and evaluation and testing materials. (EDRS Price: MF-$0.25, HC-$0.60.)

**ED 026 124**

Bouchard, R.A., and Mackler, B.

**A PREKINDERGARTEN PROGRAM FOR FOUR YEAR-OLDS.** 54 pages.

This 50 page booklet describes a prekindergarten program in the economically disadvantaged area of Harlem. The teacher, curriculum, daily activities, behavior, school, and parents of the 15 enrolled children are described. Evaluations emphasize the outcomes of learning rather than the social, emotional, and intellectual processes of learning. A review of literature on nursery school, preschool, and Project Head Start is included with data covering the subjects of social, emotional, and cognitive development of children. Conclusions reached are (1) nursery school attendance seems to make its greatest contribution in the development of social skills, (2) nursery school seems to help children become more independent and achieve greater emotional maturity, (3) whether nursery school accelerates intellectual growth is unclear, and (4) there is some question as to whether development of disadvantaged children is enhanced by nursery school. (Available from Center for Urban Education, 33 West 42 Street, New York, New York 10038. Price: $0.25.)
(EDRS Price: MF-$0.25, HC-$2.80.)

**ED 001 049**

Mitchell, C.

**PROGRAM SUMMARY: THE DETROIT GREAT CITIES SCHOOL IMPROVEMENT PROJECT.** 14 pages.

Detroit has implemented a program to develop academic and social competence in each disadvantaged child in spite of his limited background. Because a change in teacher perception must occur if the child's capacity is to be reached, one part of the program is concerned with teacher-orientation workshops to provide useful knowledge in teaching. Also involved is the improved use of appropriate instructional equipment and materials, the development of materials and methods suitable for the children involved, and more flexible classroom programming to meet individual needs. Data indicates that a larger number of children will leave project schools with increased academic and social competence, will stay in school longer, and will have a greater capacity for financial and political citizenship independence as a result of this program. (EDRS Price: MF-$0.25, HC-$0.80.)

**ED 001 659**

Fantini, M. (Dr.), and Weinstein, G.

**URBAN TEACHER PREPARATION PROGRAM: IMMEDIATE REINFORCEMENT AND THE DISADVANTAGED LEARNER–A PRACTICAL APPLICATION OF LEARNING THEORY.** 7 pages.

Implicit in the concept of immediate reinforcement are two assumptions: (1) that a need must be satisfied; and (2) that a reward can serve to satisfy this need. The culturally disadvantaged child needs encouragement or discouragement right away. His society operates in this way. In the classroom, such reinforcement may take many forms. One teacher used trading stamps in place of grades. The stamps had a more concrete meaning to these children.

The mental style of the culturally disadvantaged child requires considerably more ego reinforcement than is required by the middle-income child. Display of the children's work on bulletin boards with their photographs placed alongside fosters a great degree of ego-reinforcement in culturally disadvantaged children. Non-verbal teacher reactions can be quite effective. Role playing emphasizes real situations for these children. Allowing the child to perceive a problem immediately through the speedy feedback of test grades involves him in the diagnosis of his own achievement. (EDRS Price: MF-$0.25, HC-$0.45.)

**ED 001 873**

Cutts, W.G.

**READING UNREADINESS IN THE UNDERPRIVILEGED.** 3 pages.

A fundamental necessity in overcoming the problem of oral language deficiencies in underprivileged children is proper teacher attitude. Approach children's background in English instruction as if teaching a foreign language. Develop vocabulary and language concepts slowly. Accept each child as he is and respect him as an individual. It is important to overcome the handicaps of cultural deprivation, particularly regarding reading readiness. Day camps and nursery schools provide experiences in oral communication during the early formative years, and while they cannot fully compensate for deficiencies in experience, they can do much in overcoming a poor start and preventing children from falling hopelessly behind in their education. (EDRS Price: MF-$0.25, HC-$0.25.)

**ED 001 888**

Coles, R., M.D.

**A PSYCHIATRIC STUDY: THE DESEGREGATION OF SOUTHERN SCHOOLS.** 25 pages.

Negro children who initiate court-ordered desegregation in the South suffer tension and pressure in a much greater degree than other Negro children. Observation indicates medical and psychiatric responses to fear and anxiety in these children; i.e., loss of appetite, sarcasm, insomnia, and depression. White children also suffer stresses in having to choose between obeying their parents and following their own natural inclinations. What the white child senses in a desegregated class depends on the Negro, himself, and on what actually occurs in the room between the Negro child, his classmates, and teachers. The philosophy and desires of the teacher are important because she sets many standards and establishes the climate of the classroom. (EDRS Price: MF-$0.25, HC-$1.35.)

**ED 002 461**

Goldberg, M.L.

**METHODS AND MATERIALS FOR EDUCATIONALLY DISADVANTAGED YOUTH.** 43 pages.

Procedures are presented to help the teacher of disadvantaged children revise the models of learners and classrooms to which she is accustomed. On the assumption that school experiences would lack meaning if not tied in with the cultural mainstream, schools focused on compensatory cultural experiences through visits and field trips. However, the evidence does not support carryover from cultural exposure to improved academic achievement. The teacher must attempt to reach students through their existing strengths rather than by emphasizing a single correct answer, and the use of materials must derive from and be concerned with the real life of the learners. Learning environments are created that compensate for the child's restricted environment in an effort to compensate for cognitive deficiencies. Schools should explore channels through which disadvantaged children can learn to appreciate themselves and enhance individual self-concepts. Individual instruction can be designed to accommodate many ability levels in one classroom. (EDRS Price: MF-$0.25, HC-$2.25.)

**ED 002 484**

Sexton, P., and others.

**AN ASSESSMENT OF THE ALL DAY NEIGHBORHOOD SCHOOL PROGRAM FOR CULTURALLY DEPRIVED CHILDREN.** 236 pages.

Goals of a program devised to demonstrate a workable plan for extended use of school buildings included (1) a school day providing for educational, emotional and physical development; (2) extension of the school day into a special after-school program for children needing additional instruction; (3) extension of the school year to include a summer program; and (4) development of closer home-school-neighborhood relationship. Three schools were divided into experimental and control groups. No significant differences between the 2 groups were found in reading achievement, scholastic aptitude, academic achievement, and verbal fluency. A followup study in junior high school showed high grades in hygiene and behavior for the experimental group. Some experimental group children participated more freely in group discussions. Teachers' attitudes were found to be positive toward teaching and toward the disadvantaged child. (EDRS Price: MF-$1.00, HC-$11.90.)

**ED 002 530**

Margurber, C.L.

**THE ROLE OF TEACHERS AND COMMUNITY WORKERS IN DEPRESSED AREAS.** 15 pages.

The need for compensatory education in depressed areas and the necessity of providing outstanding teachers and community workers for these areas are discussed. Disadvantaged youth

are characterized by their nonpurposeful activity, indifference to responsibility, poor health habits, poor communication skills and reading habits, and limited experiences and contacts in the areas upon which school programs are built. A failure syndrome resulting from the apathy engendered by their environment further handicaps these young people. A program is dependent for success on teachers, volunteer workers, and community workers, who accept disadvantaged youth and understand their needs and problems. Schools should improve their selection procedures to weed out the hostile or the incompetent teacher. The broadening of preservice and inservice training programs would provide a better intellectual and experiential base for the teachers of the disadvantaged and would bridge the gap between the theory of the university and the reality of the slum classroom. Teaching in the inner city should be rewarding enough to attract the best teachers. The five year teacher training curriculum is essential. (EDRS Price: MF-$0.25, HC-$0.85.)

**ED 011 220**

**THE INTERMEDIATE TEACHER'S ROLE WITH INDIAN CHILDREN.** 5 pages.

To be effective with Indian children, intermediate grade teachers should be supportive, warm, have an understanding personality, and have an encouraging approach. In addition, inservice training should be used to make teachers aware of bilingual problems. The lecture approach to teaching Indian children has limited value. Teachers should help these pupils develop a good self-image, a sense of responsibility for law and order, and attitudes appropriate to a middle-class culture. (EDRS Price: MF-$0.25, HC-$0.35.)

PS 002001

## HEAD START PROJECTS

**ED 024 460**

Thornton, S.

**PROJECT HEAD START, PSYCHOLOGICAL SERVICES REPORT. SUMMER 1968.** 17 pages.

A Psychological Services Report of 1968, this thirteen page booklet describes a summer program in which 351 Head Start children were assessed. Goals of the program were (1) to assess the educability of these children as a group, (2) to identify to public schools children in need of early special help, and (3) to obtain information germane for future Head Start programs. Children were screened with reference to probable success in meeting first grade requirements on the basis of a measured performance and teacher judgment. Screening factors included physical development and coordination, mental development, perception (visual and auditory), motivation, and socialization. Recommendations included adding visual perception, language, and visual motor programs to the curriculum, and stressing the importance of findings in child development research, preschool methodology, teaching materials, etc. for teacher orientation. (EDRS Price: MF-$0.25, HC-$0.95.)

**ED 002 195**

Office of Economic Opportunity

**PROJECT HEAD START, DAILY PROGRAM 1 FOR A CHILD DEVELOPMENT CENTER.** 33 pages.

The curriculum of the Child Development Center programs deals not only with the subject matter to be taught, but also with the methods to be used and the flexibility to be encouraged. Teachers are advised to teach on the child's level, to be sensitive to children's immediate interests rather than to adhere strictly to a preconceived pattern, and in addition, to recognize the importance of carefully chosen and sturdy materials. Effective teaching methods are given for the development of language skills, curiosity, a positive self-image, and self-discipline. Staff professionalism can be developed through keeping records about the children and using these for evaluation purposes, and by having staff meetings and workshops in which teaching techniques and problems are discussed. (EDRS Price: MF-$0.25, HC-$1.75.)

**ED 010 782**

Conners, C.K., and Eisenberg, L.

**THE EFFECT OF TEACHER BEHAVIOR ON VERBAL INTELLIGENCE IN OPERATION HEADSTART CHILDREN.** 26 pages.

Classroom observations of 38 Headstart teachers, taken on four occasions by four different observers, were scored for such content characteristics as (1) amount and kind of communication

with the children, (2) stress on obedience or intellectual values, and (3) physical-motor skills. These scores were compared with the children's intellectual growth during the 6-week program, measured by the Peabody picture vocabulary test. Children were found to respond positively to teachers who concentrated on intellectual activities, but showed little verbal growth in classrooms where teachers stressed "Materials and Property." When there were many teacher communications, IQ increased, although those communications that were corrections and obedience directives produced a smaller increase. Teachers who were scored as "warm, active varied, and flexible" also contributed to IQ development. The results suggest that when children are rewarded by a warm teacher response they adopt the teacher's values. (EDRS Price: MF-$0.25, HC-$1.40.)

**ED 011 884**

Boger, R.P.

**HEAD START TEACHERS' ETHNIC GROUP MEMBERSHIP AND ATTITUDE TOWARD CHILD BEHAVIOR, SOME RELATIONSHIPS.** 28 pages.

This study was initiated to determine if experienced Mexican-American, Anglo, and Negro teachers of disadvantaged children with similar socioeconomic backgrounds would differ in attitudes and sensitivities toward child behavior and levels of optimism about working with Headstart teachers. Findings indicated that Negroes and Mexican-Americans entered the program with more earnestness and empathy and were more optimistic about obtaining positive results than Anglo teachers. Anglo teachers appeared less dominative and authoritarian than did Mexican-American teachers in their attitudes toward child behavior. Negro teachers viewed child behavior as being less environmentally and more biogenically determined than did the Mexican-American, who, in turn, were more disposed to these views than were Anglo teachers. (EDRS Price: MF-$0.25, HC-$1.50.)

**ED 014 320**

Harvey, O.J., and others.

**TEACHERS BELIEF SYSTEMS AND PRESCHOOL ATMOSPHERES.** 24 pages.

This study investigates the effect of a teacher's belief or conceptual system on his teaching method and on the classroom atmosphere created by that teaching method. A belief system was characterized as either concrete or abstract. A concrete system was represented by a tendency for the teacher's instructional approach to be more structured, more invariant, and less flexible than the approach of a teacher manifesting an abstract system. Thirty female Head Start teachers were observed while conducting their classes of preschool children and were rated on a 26 dimension chart. Each dimension represented either a desirable or an undesirable teacher trait. It was hypothesized that teachers in category (1), concreteness-oriented, would score lowest on desirable traits and highest on undesirable traits, that teachers oriented towards abstractness would score highest on desirable traits and lowest on undesirable traits, and that the in-between group would score in the middle. Study results substantially supported this hypothesis. (EDRS Price: MF-$0.25, HC-$1.30.)

**ED 015 773**

Allerhand, M.E.

**IMPACT OF SUMMER 1965 HEAD START ON CHILDREN'S CONCEPT ATTAINMENT DURING KINDERGARTEN. FINAL REPORT.** 100 pages.

This study examines the progress of 125 children in the Cleveland public school kindergartens who attended Head Start during the summer and 125 children in the same schools who did not attend the Head Start program. Results indicate that the Head Start child tends to perform better in the areas of color and form discrimination and possibly grouping when he is in a Non-Head Start teacher's class. In a Head Start Teacher's class, children seem to achieve in the more organizational areas, best reflected in increased verbal facility in the time sequence and ordering concepts. Followup studies and evaluation of demonstration projects report the phenomenon of the decreasing difference of success between the experimental and control groups. (EDRS Price: MF-$0.50, HC-$5.10.)

**ED 018 247**

Boyd, J.L.

**PROJECT HEAD START--SUMMER 1966. FINAL REPORT. SECTION TWO, FACILITIES AND RESOURCES OF HEAD START CENTERS.** 63 pages.

Inventories on Head Start Center facilities and resources were collected by the Educational Testing Service from directors of 350 Centers. The information in these inventories was reorganized so that on any one characteristic, such as "number of workers," a frequency distribution was determined which reflected the numbers of workers in the various centers. This document is composed of many such frequency distribution tables covering the general topical areas of Head Start Center physical facilities, Head Start Center human resources, and the nature, orientation, and goals of Head Start programs. (EDRS Price: MF-$0.50, HC-$3.25.)

**ED 018 248**

Anderson, S.B., and Temp, G.

**PROJECT HEAD START - SUMMER 1966. FINAL REPORT. SECTION THREE: PUPILS AND PROGRAMS.** 86 pages.

To note general performance changes in 1,000 summer Head Start pupils, pretests and posttests were administered and data results were interpreted. Although the pupils' scores were below the desired intelligence level norms of their age-groups both before and after the program, some gains had been made. Four possible causes were (1) the Head Start program, (2) maturation, (3) outside experiences, and (4) testing effects. A second aspect of the study, classroom observation, produced an additional set of possible influences on pupil performance. These were

identified as (1) teacher characteristics, (2) pupil characteristics, (3) pupil experiences in the classroom, and (4) school-community-parental factors. (EDRS Price: MF-$0.50, HC-$4.40.)

**ED 018 250**

Cort, H.R., Jr.

**RESULTS OF THE SUMMER 1965 PROJECT HEAD START. VOLUMES I AND II.** 561 pages.

This report discusses the inception, implementation, and formal organization of the 1965 Summer Head Start Project. Detailed information is presented on the communities, children, parents, staff, and workers involved. Emphasis is on the impact of Head Start on the participating communities, on the health, mental development, and social development of the children, on the parents, and on the staff of the child development centers. (EDRS Price: MF-$2.25, HC-$28.15.)

## INSERVICE TRAINING

**PS 001 334**

Abramovitz, A.B.

**GROUP CONSULTATION WITH TEACHERS TOWARD EMOTIONAL HEALTH IN SCHOOLS.** 19 pages.

The Wisconsin State Board of Health has worked for 25 years emphasizing preventive health education. It relates emotional health to health in general and espouses a public health philosophy. Experiences in the area of group consultations with teachers have underscored some difficulties. Clinicians are not educators and resist inservice education with teachers, and teachers have trouble communicating with clinicians. The answer is group consultation, which generates freer speech and universal understanding. An inservice education program with a mental health consultant can give teachers support and confidence in their abilities to deal with behavior problems arising in kindergarten classrooms. Teachers must examine their feelings, needs, attitudes, and relationships with these youngsters. Resolutions of problems may be found in the group consultation process. (Available from State of Wisconsin Department of Health and Social Services, Division of Health, Section: Child Behavior and Development, P.O. Box 309, Madison, Wisconsin 53701.)

**ED 001 032**

Office of Education, Department of Health, Education, and Welfare.

**IMPROVING ENGLISH SKILLS OF CULTURALLY DIFFERENT YOUTH.** 216 pages.

A bulletin was prepared to improve the basic English skills of culturally different youth in large cities. Its purpose is to help educators recognize and improve the problems involved in teaching disadvantaged children who come to school with special needs, abilities, attitudes, and linguistic disabilities. Reports of specific city programs are described including special inservice teacher-training programs, procedures and materials for improving English skills, and the utilization of special materials and additional personnel to provide more successful programs. The effectiveness of any program is based on the recognition that those whose beliefs do not conform to the dominant culture are not without culture, but possess a different subculture. (EDRS Price: MF-$1.00, HC-$10.90.)

**ED 002 344**

Teitelbaum, D.

**AN EVALUATION OF AN EXPERIMENTAL PROGRAM OF ASSISTANCE FOR NEWLY APPOINTED TEACHERS IN SPECIAL SERVICE ELEMENTARY SCHOOLS.** 118 pages.

Teacher-training consultants in public elementary schools were utilized for the development of an inservice training program designed to help newly appointed teachers in special service

schools. Situations in which the services of a consultant were available (experimental schools) were compared with situations where no consultant services were provided (control schools). While teachers in experimental schools received help on more occasions than did control teachers, there was no significant difference in the number of times in which help was given. Both groups reported that general methodology, subject matter, instruction aid, etc., received most attention. Morale, professional attitude, and staff relations received least attention. Experimental teachers expressed more confidence in their abilities to teach than did control teachers. Principals reported that experimental teachers showed greater professional growth than did control teachers. (EDRS Price: MF-$0.50, HC-$6.00.)

## INSTRUCTIONAL AIDS

**ED 001 323**

Division of Audio-Visual Education.

**REPORT TO THE LOS ANGELES COUNTY BOARD OF EDUCATION RELATIVE TO TELEVISION FOR 1963-1964.** 60 pages.

It is noted that television is used to extend, enrich, and supplement current work of the classroom in any subject field under the direction of the classroom teacher. It can provide basic instruction for students or give direction to the classroom teacher in a particular subject. Problems involved in television teaching are listed as: time involved, teacher tension, pressure, appearance, a "sometimes helpless" feeling, and added personal expense. Advantages are that television provides the opportunity for clear and detailed observations by means of slow motion, animation or editing. (EDRS Price: MF-$0.50, HC-$3.10.)

**ED 011 877**

Tobias, S.

**DIMENSIONS OF TEACHERS' ATTITUDES TOWARD INSTRUCTIONAL MEDIA.** 15 pages.

Teachers rated automated instruction, a self-instructional program, teaching machine, mechanized tutor, programmed instruction, tutor text, work tools, exercise book, filmstrip, audiovisual education, flashcard, textbook, TV tutor, educational technology, and educational television according to good-bad, worthless-valuable, fair-unfair, meaningless-meaningful, wise-foolish, or disreputable-reputable evaluations. Results indicated that teachers have significantly less favorable attitudes toward terms which directly connote automation than they do toward comparable terms that are not identified with automation. This finding is interpreted in terms of threat. (EDRS Price: MF-$0.25, HC-$0.85.)

## MIGRANT CHILDREN

**ED 001 100**

Sutton, E.

**KNOWING AND TEACHING THE MIGRANT CHILD.** 155 pages.

Contact with nonmigrant cultures creates detrimental insecurity feelings in migrant children. Teachers should be well-versed in the migrant way of life and in methods of helping each child acquire an adequate self-concept. The child may be helped to assimilate his school experiences rapidly if the teacher established a friendly classroom atmosphere and maintains relations with migrant parents. Schools should modify their instructional patterns and materials as well as curriculum content, and should develop specialized educational materials to compensate for the unique character of migrant educational problems. Priorities should be established in the teaching of necessary skills, and methods of quick accurate evaluation of the student should be developed. Schools should work with health facilities and parents to meet the health needs of this group. Practical skills should be emphasized to prepare these children for the unique demands placed upon them. They should be taught that their travel experiences are valuable and shown how to benefit from them. Migrant problems can best be resolved through programs of cooperative study and action on local levels. A special effort needs to be made to maintain accurate records and comprehensive, up-to-date reports on migrant children to aid the receiving school and teacher in placing and evaluating the child. Enrollment and attendance should be maintained through child and parental guidance by rearranging school vacations so that schools remain open when migrants are in town. (EDRS Price: MF-$0.75, HC-$7.85.) (Available from National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Price: $1.50.)

**ED 002 641**

Colorado State Department of Education.

**THE TEACHERS SAY - REPORTS FROM THE 1959 COLORADO SCHOOLS FOR MIGRATORY CHILDREN, RESOURCES REPORT LRS-2.** 83 pages.

Statements of facts and impressions gained by teacher and principals involved in Colorado's Special Terms for migratory children are compiled. Two facts stand out in all reports. One is the great need for human understanding on the part of all who work with migrant children; the second is the difficulty encountered in developing comprehension and retention among the migrant children. The reports of the five schools which help the special terms include such topics as methods of planning and preparation, registration and placement, objectives and results, curriculum content, methods of instruction, materials, daily schedules, and lunch programs. (EDRS Price: MF-$0.50, HC-$4.25.)

**ED 024 453**

Prescott, E., and Jones, E.

**GROUP DAY CARE AS A CHILD-REARING ENVIRONMENT.** 453 pages.

The purpose of this study was to fully describe day care programs, to find predictors of differences in programs, and to evaluate the effectiveness of day care. Teachers in fifty randomly-selected day care centers in Los Angeles were observed for four-minute periods daily for ten days. The results indicated that (1) teachers vary individually in the use of encouragement and restriction with one used in the absence of the other; (2) predictors of program differences are structural characteristics such as activity and type of settings, number of adults involved, and age of children, all pertinent to the amount of teaching involvement (another predictor is the attitude of individual staff members which in turn reflects the amount of each one's training; most child-centered staff were well-trained although some well-trained directors were adult-centered; size and spatial layout of center regulate teacher performance); (3) day care was most effective where warm, child-centered teachers provided many stimulating activities, where the staff was flexible, and where children's needs were therefore adequately met. (EDRS Price: MF-$1.75, HC-$22.75.)

**PS 001 329**

**BANK STREET COLLEGE OF EDUCATION PACKET FOR NURSERY SCHOOL TEACHERS.** 68 pages.

The general topic of these eleven pamphlets is nursery school education. "Nursery School As the Beginning of Education" states that basic needs of pupils demand new directions in all aspects of school environment. "A Dream for the Nursery Years" suggests that public-funded community centers act as extended health programs with experiential procedures and group teaching. "Firsthand Experiences and Sensory Learning" indicates methods of sharpening pupils' and teachers' sensory perception. A general pamphlet on creative activities outlines the responsibilities of teachers for developing programs to enrich children's lives. Three allied pamphlets describe dramatic play, music and language development activities. "Laughing Together" discusses social development. "Geography With Five-Year-Olds" is self-explanatory. "What Do Children Need Most: From Parents, From Teachers?" pertinent answers are suggested. "Planning a Nursery School Building" includes thoughts on environment which stress safety and activity needs. (Available from Bank Street College of Education, 69 Bank Street, New York, New York 10014.)

**ED 001 060**

Tannenbaum, A.J.

**CURRICULUM PERSPECTIVES FOR SLUM SCHOOLS.** 14 pages.

The problem of educating slum children is special. Teachers known to be successful in other schools may become demoralized and fail in slum schools where their insufficient social awareness and lack of appropriate skills make them ineffective. Though broad school objectives may be the same for all groups, the personnel, material, and techniques differ for each group. Some suggestions for helping teachers of pupils in depressed areas are the following: (1) give teachers insights into various subcultures, (2) adapt curriculum content and materials to slum children's needs, (3) focus teacher training more specifically, (4) establish appropriate teacher style and technique, and (5) systematize various kinds of "corrective" services at school. Intellectual honesty and objectivity are essential in considering the needs and curriculums of disadvantaged children. (EDRS Price: MF-$0.25, HC-$0.80.)

**ED 001 276**

Turner, R.L.

**PROBLEM SOLVING PROFICIENCY AMONG ELEMENTARY SCHOOL TEACHERS.** 11 pages.

Document focus is on the characteristics of beginning teachers with particular attention given to the role these characteristics play in the beginning teacher's success and also to how certain of these characteristics are modified as teaching experience increases. It was found that teachers with very similar characteristics who taught in different types of settings were at roughly opposite ends of the success continuum as defined by supervisory appraisals. Which particular teacher characteristics are associated with success in a given institutional context appears to depend primarily on the socio-economic class composition of the students in this context. The relationship between the institutional context and changes in task performance appears to be only slightly different from the relationship between the former variables and teacher success. Findings force a shift in position from the assumption that statements about teacher skill, success, proficiency or effectiveness are statements about some attributes of a teacher toward the assumptions that such statements are about the relationship between the characteristics of a teacher and the institutional context within which he teaches. Also indicated is a shift to the position that the central re-enforcers in teaching lie in the classroom. (EDRS Price: MF-$0.25, HC-$0.65.)

**ED 002 081**

Zinn, H.

**EDUCATION WITHOUT SCHOOLS IN THE SOUTH.** 3 pages.

For eight weeks in the summer of 1964, more than 2,000 Negro youngsters, averaging 15 years of age but ranging from 6 to 26 and older, went to Freedom Schools in Mississippi. The students were taught by teachers who met no official qualifications; they assembled in church basements or on the streets; they came and went without attendance records, grades, or examinations. It was an experiment that cannot be assessed in terms of "success" or "failure" in the usual sense, but it was a venture which deserves close attention by all Americans interested in the relationship between education and social change.

No effort was made to teach an organized outline of Negro history or American government. Often the teacher began class by reading an editorial on something the governor had said, and discussion followed for the rest of the period. One teacher spent a whole hour discussing the word "skeptical" to teach students to think for themselves.

The Freedom Schools offered a challenge to American education by suggesting that an entire school system could be created in a community outside of the official order. The experiment showed that teachers selected on the basis of general intelligence, enthusiasm, and social conscience could successfully teach from life, linking the daily headlines with the best of man's intellectual tradition. (EDRS Price: MF-$0.25, HC-$0.25.)

**ED 012 267**

Wayson, W.W.

**SOURCE OF TEACHER SATISFACTION IN SLUM SCHOOLS.** 4 pages.

To identify the expressed motives and perceptions which differentiate teachers who remain from teachers who leave slum schools, 62 women (42 "stayers" and 20 "leavers") were interviewed. It was found that both groups of teachers perceived slum schools and children in much the same way. However, lack of pupil responsiveness was stressed by leavers, while stayers stressed responsiveness to warm personal relationships. Leavers (who were younger) generally held achievement-oriented goals and narrower definitions of the teachers's role. The study concludes that changes in educational programs may be accomplished more effectively by alerting the work environment than the people involved. For example, administrators should try to raise the status of slum teachers and to stabilize the slum school staff. The policy of assigning beginning teachers to slum schools should also be reconsidered. (Available from Midwest Administration Center, The University of Chicago, 5835 Kimbark Avenue, Chicago, Illinois 60637. Price: $0.25.)

**ED 013 269**

Wiener, J.

**TEACHER CHARACTERISTICS IN SELECTED MIDDLE AND LOW INCOME AREA SCHOOLS OF THE MINNEAPOLIS PUBLIC SCHOOL SYSTEM WITH PARTICULAR REFERENCE TO TEACHER RETENTION.** 141 pages.

As part of the work of the youth development project for delinquency prevention, this study compared low-income area (target) and middle-income area (comparison) schools to examine the differences in teaching staffs and teacher retention turnover-rates, and analyzed the differential effects of these rates. In general, target school teachers were younger, had less experience and were likely to have been acquired directly from college. Retention rate was higher in middle-income schools at all levels, and was found to be correlated with school level, age, experience, sex, education, and manner of accession. It appeared that socioeconomic factors had a "subordinate, but catalytic," relationship to broader "career expectations" such as age and sex as they affected teacher turnover. ( EDRS Price: MF-$0.75, HC-$7.15.)

ED 024 463

Spaulding, R.L.

**ACHIEVEMENT, CREATIVITY, AND SELF-CONCEPT CORRELATES OF TEACHER-PUPIL TRANSACTIONS IN ELEMENTARY SCHOOL CLASSROOMS.** 230 pages.

This report, published in 1965, describes the second phase of a continuing analysis of the recorded classroom behavior of superior teachers in transaction with pupils. The problem was to discover how teaching method and style affected pupil personality development and educational progress. Eight hypotheses were tested using 21 teachers of 507 fourth and sixth graders of high socio-economic background. It was found that there is a significant relationship between the placement of a child in a superior classroom and his subsequent self-esteem, academic achievement, and creative thinking. Height of self-concept was related to socially integrative, learner-supportive teacher behaviors. Hypotheses that there would be superior reading and math achievement when children were taught by academically-oriented teachers, and that higher self-concepts would result in classrooms with counselor-type teachers were unsupported. Also unsupported was the prediction that there would be superior pupil originality when teachers themselves were creative. A high degree of private communication with pupils yielded high self-esteem. Little support was given to the relationships predicted with democratic teacher behavior. It was recommended that sequential analyses of teacher transactions with different types of children be made. (EDRS Price: MF-$1.00, HC-$11.60.)

ED 001 136

Sears, P.S.

**THE EFFECT OF CLASSROOM CONDITIONS ON THE STRENGTH OF ACHIEVEMENT MOTIVE AND WORK OUTPUT ON ELEMENTARY SCHOOL CHILDREN.** 356 pages.

To find out the specific effects of teaching methods and of the values attached to one or another outcome of the total elementary school educational process, four general objectives were defined and reported upon at length. The outcomes measured include (1) self-concepts, (2) liking for other children, (3) task-oriented classroom behavior, (4) achievement test scores, (5) attitudes toward school activity, and (6) creativity test scores. Classroom conditions measured include the attitudes of teachers and peers. The inter-relationships of the outcomes and the classroom conditions were also studied. Children were tested at the beginning and at the end of the school year. Finally, a prediction of outcomes was attempted based both on the children's talents and attitudes and on the attitudes and behavior of peers and teachers. Study findings contribute to knowledge of the relationship between creativity and self-concept, and emphasize the strong influence of the opinions of teachers and peers on the learning of less able children. (EDRS Price: MF-$1.50, HC-$17.90.)

**ED 001 250**

Wallen, N.E., and Wodtke, K.H.

**RELATIONSHIPS BETWEEN TEACHER CHARACTERISTICS AND STUDENT BEHAVIOR - PART I.** 114 pages.

In a four year study of pupil data, academic, emotional and attitudinal characteristics were correlated with teacher characteristics. Sixty-five teachers and their students were involved. There was a clear indication that relationships did not take the same form across the five grade levels of the study (grades one through five). Findings indicate that the typical first grader, being somewhat unsure of himself and new to the school situation, is both more comfortable and better able to achieve in a situation which is quite structured and controlled by the teacher. The teacher should be supportive and encouraging but should deemphasize overt affection. At the second grade level this pattern tends to change and by the upper grades the general desirability of encouragement still exists but the effect of control shifts; a greater degree of permissiveness causes students to like school better and to make greater achievement gain. (EDRS Price: MF-$0.50, HC-$5.80.)

**ED 001 257**

Wallen, N.E.

**RELATIONSHIPS BETWEEN TEACHER CHARACTERISTICS AND STUDENT BEHAVIOR - PART II.** 77 pages.

A continuation of a previous study–"Relationships Between Teacher Characteristics and Student Behavior: Part I"–is presented. A further analysis of the teacher matrix revealed that those teachers viewed to be near the warm, permissive end of the scale were not found to be less well-liked by the children. They made less achievement gain in reading comprehension but the excessive affilation on the part of the *first grade teacher* is that which is disliked. In order to assess the interaction of teacher-pupil characteristics in affecting pupil performance, teachers were placed into three groups: controlling, turbulent, and fearful, and the students were put into three groups: strivers-conformers, waverers, and opposers. Different sets of relationships between teacher-type and student-type were explored. It was found that the three pupil-types differed significantly with respect to their performances on the creativity measures; the conformers-strivers repeatedly showed highest performance and the opposers consistently showed the poorest performance of the three groups. Generally speaking, the fearful teacher appears to have the most positive effect on pupil achievement gains, and the turbulent teacher the most negative effects. (EDRS Price: MF-$0.50, HC-$3.95.)

**ED 001 657**

Cangemi, J.P.

**SCHOOL-HOLDING POWER: THE DROPOUT AND THE TEACHER.** 4 pages.

In schools with high dropout rates the need is for good, competent, well-adjusted instructors to make the curriculum alive, active and dynamic and to provide extra amounts of individual instruction.

It is recommended that assignments and materials should be adapted to the individual learner's level of attainment. Emphasis should be on how much learning is taking place rather than on how much material is being taught. Students should be made to feel successful in handling their school work. The student who senses that the teacher has a genuine personal interest in him will rarely entertain thoughts of leaving school. The successful teacher of dropouts should be flexible, not rigid; creative, not dull; warm, not cold; informal, not formal; and encouraging, not cynical. (EDRS Price: MF-$0.25, HC-$0.30.)

**ED 010 375**

Carpenter, F., and Haddan, E.E.

**EFFECTS OF LIKED AND DISLIKED TEACHERS ON STUDENT BEHAVIOR.** 95 pages.

Research was conducted to contrast the effects of two types of teachers who were rather disliked on the learning behavior of their students. Teachers presented messages by film, by tape, and in person in experimental classrooms to students fitted with finger electrodes. Changes in electrical resistance were recorded of galvanic skin responses. Achievement tests were also administered. Measurements included (1) physiological arousal, (2) ratings of the teacher, (3) ratings of the subject matter, (4) scores on achievement tests, and (5) scores on tests of inference. Responses, ratings, and scores of both college and high school students were studied. The analyses included the following findings: (1) students received significantly higher scores on tests both of facts and of inference under the "disliked" teachers when subject matter was presented in person and on film, and (2) students achieved higher scores under "liked" teachers only when subject matter was presented by tape recording. For any given presentation, no relationship was found between how students rated the teacher and amount learned. Subject matter ratings appeared to have much more bearing on achievement than did the factor of teacher likeability. (EDRS Price: MF-$0.50, HC-$4.85.)

**ED 010 511**

Baldwin, T.L., and Johnson, T.J.

**TEACHER BEHAVIORS AND EFFECTIVENESS OF REINFORCEMENT.** 31 pages.

Variations in the properties of instructional reinforcement were studied under two aspects of teacher behavior, punitiveness and expertise, to identify techniques for affecting operant response rate in a verbal conditioning situation. Punitiveness and expertise were manipulated by using prearranged tape recordings of a simulated social studies class. These recordings were presented to 160 high school students in groups of five. Two students from each group (male) then participated in individual interviews with the teacher whose class they had heard. Social reinforcement was varied during the interviews. Positive reinforcement was used in 75 percent of the interviews where

the teacher smiled and nodded his head when students made certain responses. In the remaining interviews, the teacher remained neutral to all student responses. Questionnaires were administered after both the simulated classroom sessions and interviews to elicit specified student reactions. The major findings indicated that nonpunitive teachers elicited a higher operant rate under the reinforcement condition and that punitive teachers elicited a higher operant rate under the neutral condition. Expertise produced no significant effects on the operant rate. The operant response rate was simply the number of first person pronouns emitted by the individual students during their interviews. (EDRS Price: MF-$0.25, HC-$1.65.)

**ED 011 888**

Harvey, O.J., and others.

**TEACHERS' BELIEFS, CLASSROOM ATMOSPHERE, AND STUDENT BEHAVIOR**. 26 pages.

This study investigated the influence of teachers' overt classroom behaviors (earlier shown to be a function of their belief systems) upon the learning and performance of students in 118 K-1 classes in rural and urban school districts. Student cooperation, participation, and initiative were factor-analyzed into seven clusters: cooperation, student involvement, activity level, nurturance-seeking, achievement level, helpfulness, and concreteness of response. Ninety teachers of these classes were measured on Harvey's teacher rating scale (on which observers score attitude toward the children and flexibility). Three factors were extracted: resourcefulness, dictatorialness, and punitiveness. Abstractness was (1) positively correlated with resourcefulness, (2) negatively correlated with dictatorialness and punitiveness, (3) positively related to student ratings on cooperation, involvement, activity level, achievement, and helpfulness, and (4) negatively related to student ratings on concreteness and nurturance-seeking. The authors concluded that the abstractness of teachers' beliefs influences their classroom behavior and also the performance of their students. (EDRS Price: MF-$0.25, HC-$1.40.)

**ED 015 787**

McNary, S.R.

**THE RELATIONSHIPS BETWEEN CERTAIN TEACHER CHARACTERISTICS AND ACHIEVEMENT AND CREATIVITY OF GIFTED ELEMENTARY SCHOOL STUDENTS.** 3 pages.

The relationship between teacher characteristics and the degree of change shown by gifted elementary pupils in convergent and divergent thinking areas was investigated. Characteristics were assessed by measures of intelligence, personality factors, and a personal information questionnaire. It was found that teacher personality traits were the most effective of the change-producing variables and that different types of teachers influenced different areas of growth. The children's reading growth related significantly to a teacher's verbal I.Q., and growth in writing related significantly to a teacher's annual income and the number of course-work hours undertaken in the education of gifted children. Study implications are that gifted children should be exposed both to teachers whose personality traits are best suited to teach the divergent area and to those best suited to teach the convergent area, with teacher selection based accordingly. (EDRS Price: MF-$0.25, HC-$0.25.)

**ED 024 461**

Ferver, J.C., and Cook, D.M. (Eds).

**TEACHER AIDES: HANDBOOK FOR INSTRUCTORS AND ADMINISTRATORS.** 95 pages.

A handbook for instructors and administrators who work with teacher aides provides assistance for the recruitment, training, and utilization of para-professionals in education. The objectives of the program project include (1) the definition of the role of the teacher-aide, (2) the establishment of guidelines for their pre-service and in-service training, (3) means of helping teachers gain an understanding of their roles as leaders, (4) methods of training, (5) establishment of criteria for a job description of various kinds of aides, and (6) evaluation criteria in certifying aides. Statements of principals of seven teacher-aide programs are included, as well as a four-page bibliography. (Available from Upper Midwest Regional Educational Laboratory, 2698 University Avenue, St. Paul, Minnesota 55114.)

**ED 024 462**

Ferver, J.C., and Cook, D.M. (Eds).

**SUPPLEMENTARY MATERIALS FOR TEACHER AIDE TRAINING PROGRAMS.** 134 pages.

In planning a program, school and community needs must be recognized; administrators, selected; and a step-by-step program for trainees, evolved. Objectives established should (1) develop an understanding of the philosphy of the elementary school, (2) acquaint aides with the assigned classroom schedule, and (3) develop an awareness of qualifications and responsibilities relevant to practical assistance in the classroom. This manual contains chapters devoted to classroom techniques, tips on bulletin boards, a guide to operating audiovisual equipment, a section on activities (games, music, finger play, and physical education), and chapters on aides' assistance in the library and in art, language arts, and math programs. (EDRS Price: MF-$0.75, HC-$6.80.)(Available from University Extension Bookstore, The University of Wisconsin, 432 N. Lake Street, Madison, Wisconsin 53706. Price: $2.00.)

**ED 011 886**

Emmerling, F.C., and Chavis, K.Z.

**THE TEACHER AIDE IN NORTH CAROLINAS' COMPREHENSIVE SCHOOL IMPROVEMENT PROJECT.** 35 pages.

This report describes the selection, characteristics, and utilization of teacher aides in the comprehensive school improvement project. An aide was assigned to three teachers in the project to assist them with clerical, instructional, technological, and general duties. Selection criteria included ability and experience in motivating and working with children, emotional stability, adaptability, good health and intelligence, willingness to work with all cultural groups, knowledge

of safety and first aid, and typing skill. The average aide was found to be a young woman of 32, with children, an area resident (small town or rural), with more than the minimum 2 years of college, who was used to dealing with children in church-related activities. Training was mostly on-the-job. After working as aides, 49 percent were planning for teacher certification, 27 percent were not, 16 percent were already certified, 5 percent were undecided, and 3.5 percent did not respond. Listed as problems by 15 percent were teacher competition for their services, unclear duties, and lack of space to work with large groups. Questionnaires and depth interviews after the first year revealed that most school personnel strongly favor the use of aides. However, more men would be desirable (early retirees are a possible source). Advancement and use of aides for personal support for underachievers and the disadvantaged needs further study. (EDRS Price: MF-$0.25, HC-$1.85.)

## TEACHER ATTITUDES, STYLES

**PS 000 108**

Rasmussen, M. (Ed).

**READINGS FROM** *CHILDHOOD EDUCATION*. 414 pages.

This anthology consists of 87 articles, which have been selected from the journal "Childhood Education," 1924-64. The initial section of this volume is composed of 12 articles which deal with educational beliefs, values, assumptions, and significance. Thirteen articles are concerned with the child–his emotions, needs, and growth. The role of the teacher and his potential influence are examined in 14 articles. A section of 18 articles is devoted to the classroom situation and to creative teaching techniques. Ten articles are concerned with a survey of educational accomplishment, and 20 others treat the present state and future outlook of childhood education. (Available from Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. Price: $3.75.)

**PS 001 149**

Jacobs, L.B.

**THE IMAGE OF THE TEACHER**. 4 pages.

This illustrated four page brochure states the qualities and involvements of primary teachers. The following statements are developed: (1) Teaching involves continuous decision- making, responsiveness and responses to children, (2) Teaching involves the creation of a stimulating environment for learning, (3) Teaching involves experimentation, (4) Teaching involves developing relationships that enhance learning, (5) Teaching involves encounters with content. A bibliography is included. (Available from Elementary Instructional Service, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Price: $0.05.)

**PS 001 332**

Murphy, H.A., and others.

**KINDERGARTEN CHALLENGES, 1966.** 51 pages.

The four papers printed in this 51 page booklet were presented at The New England Kindergarten Conference in 1965. The first paper deals with a beginning reading program in kindergarten which stresses language skills, perceptual backgrounds, and phonics. The subject of the second paper is structured vs. unstructured approach to children's cognitive development, and indicates that kindergarten programs can benefit from more deliberate, objective decisions to maximize needed structure. A description of Upward Bound programs and achievements is outlined in the third paper. The fourth paper describes teacher's attitudes and behavior in the

classroom citing specific situations. Its point of view gives sympathetic recognition to the psychological impacts and pressures on teachers. (Available from Lesley College Graduate School, Cambridge, Massachusetts.)

**ED 027 087**

Peck, R.F., and Mitchell, J.V., Jr.

**MENTAL HEALTH.** 36 pages.

The premise, reasonably good mental health is a necessary precondition to orderly thought and responsible action, is the theme of this 33 page booklet. In human relationship the mental health status of teacher and child interact to produce a positive or negative classroom environment. This treatise indicates mental health consists of (1) objective judgment, (2) autonomy, (3) emotional maturity, (4) self-realizing drive, (5) self-acceptance, and (6) respect for others. Basic needs of an individual can be divided into five categories: physiological needs, safety needs, love needs, esteem needs, and the need for self-actualization. The home and school should fulfill these needs as a minimal requirement for good mental health. Neurotic anxiety exists when a need is unfulfilled, and what teachers can do to cope with pupils' anxieties, and their effect on pupils' learning is discussed. Mental health aids for teachers is equally important and counseling services in schools are encouraged. Annotation: Good mental health and awareness of pupils' anxieties are essential to the teaching profession. (Available from National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Price: $0.25.) (EDRS Price: MF-$0.25.)

**ED 001 408**

Biddle, B.J., and Others.

**STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER, VOLUME I - ORIENTATION, METHODS AND MATERIALS.** 269 pages.

This volume reports on the assumptions, forms, sample information, coding procedures and methods of analysis used in exploring the role of the public school teacher. A summary of terminological distinctions and explanations of expectations and norms is presented. The role study involved two and one-half hour interviews using data sheets gathered from nearly one thousand respondents; teachers, parents, pupils, supervisors, board members, principals, superintendents, students of education, students majoring in other fields and students who had not yet chosen a college major. Instruments used in the role study were designed to investigate the content areas and cognitions constituting the role of the public school teacher perceived by various respondents. (EDRS Price: MF-$1.25, HC-$13.55.)

**ED 001 713**

Latting, L.H., and Others

**KINDERGARTEN GUIDEBOOK.** 170 pages.

A curriculum guide on kindergarten education is presented. Sections include the child, the the room, the kindergarten day, and the curriculum. The physical, emotional, social, and mental growth and development characteristics of the child, plus principles for group and individual guidance of the timid and aggressive child are given. Qualities of a good teacher are also listed. (EDRS Price: MF-$0.75, HC-$8.60.)

**ED 001 723**

Davis, A.

**SOCIETY, THE SCHOOL, AND THE CULTURALLY DEPRIVED STUDENT.** 20 pages.

This paper reflects belief that all school learning is influenced by the teacher's feeling for the student, by the teacher's cultural evaluation of the student, by cultural motivation and by intrinsic value in the curriculum. It is recommended that the school and the community be studied, teachers be given in-service training, new materials be provided for reading and other phases of curriculum, and that new teaching methods be used in the course of integrating all groups in both classroom and extra-classroom activities. (EDRS Price: MF-$0.25, HC-$1.10.)

**ED 001 857**

Winsor, C.B.

**SOCIAL EDUCATION OF YOUNG CHILDREN.** 9 pages.

The acquisition of the tools of learning, the processes of abstract learning and meaning, and the understanding of our society and the ways in which man has and could have manipulated his environment to suit his needs are the goals of the social education of young children. The teacher, in her role as the carrier of experience and clarifier of ideas, must provide a source from which children derive the pleasure of finding out what to know and what to do with what they know. The children's experiences reflect the basic needs of the adult community; the teacher takes cues from the expressed interests of the children. Thus, she can attach immediate meaning to the basic skills which she is striving to teach these youngsters and better provide for their needs. (EDRS Price: MF-$0.25, HC-$0.55.)

**ED 011 872**

Horn, E.

**TEACHERS WHO REMAIN IN THE CLASSROOM--AN INTERVIEW STUDY OF PERSISTING TEACHERS.** 56 pages.

To identify factors associated with persistence, 50 elementary and secondary teachers with 7 to 10 years' experience were interviewed. A content analysis and a series of rating scales were used. Findings indicated that (1) sex, marital status, and age of children are dominating factors in

teacher persistence; (2) the sample was strikingly homogeneous in early family background, in self-description of childhood qualities, and in the source of attraction to teaching; (3) subjects experienced "reality shock" in initial teaching; and (4) most women expected to remain in classroom teaching, while men aspired to be principals. Variables found unrelated to persistence were: grade level taught, level of morale, and differing educational philosophy. It is recommended that teachers be included in planning curriculum. (EDRS Price: MF-$0.25, HC-$2.90.)

**ED 002 091**

Record, W.

**CHANGING ATTITUDES OF SCHOOL PERSONNEL.** 18 pages.

The attitudes of school personnel are influenced by community factors. Most school personnel are members of the middle class; their class values and status concerns enter into their confrontation with integration issues. Of major concern is school principals', teachers', and counselors' lack of encounter with members of racial and ethnic minorities as equals and as participants in shaping the activities of the school. To facilitate integration, educators should identify those attitudes which are detrimental to public principles of equal opportunities and seek to modify them. An analysis is presented of the specific attitudes and types of individuals found among school personnel-school board members, teachers, administrators, and counselors. (EDRS Price: MF-$0.25, HC-$1.00.)

**ED 002 192**

Buckheimer, N., and Buckheimer, A.

**EQUALITY THROUGH INTEGRATION.** 67 pages.

A New York suburb whose racial population was 35% Negro, 65% white, sought ways to end de facto segregation in 1951. The Princeton Plan was adopted. It was found that the greatest single problem involved in integration was to change attitudes and feelings of teachers. Educational consultants were sent in by universities; psychologists and guidance experts were hired; and balanced classes were set up. It was found that Negro children were behind white children in IQ, in achievement, and in relative gain from year to year. Specific procedures suggested to achieve true integration are: heterogeneous grouping, early remediation to lessen cultural gaps, high school grouping according to potential, and reevaluation of the curriculum. (EDRS Price: MF-$0.50, HC-$3.45.)

**ED 010 092**

Rotter, G.S.

**EFFECTS OF CLASS AND RACIAL BIAS ON TEACHER EVALUATION OF PUPILS.** 180 pages.

The particular focus of this study was upon the extent to which values and attitudes of teachers influence their evaluation and ratings of students of varying classes and ethnic origins. It was hypothesized that teachers with middle-class backgrounds and biases tend to evaluate more negatively those pupils identified as being Negro or of low socioeconomic class than middle class or white pupils. Included in these considerations were teacher attitudes on neurosis and behavior, achievement, and nurturance. Approximately 130 white female teachers were recruited for the study sample. Each teacher participated by reading a prepared vignette, completing 80 items relating to pupil evaluation, answering a self-description scale, and filling out an anonymous personal data sheet. Statistical analysis of data showed that the stated hypothesis did not receive confirmation in this experiment. Responses slightly favored Negro and/or low class pupils. No overall trend could be discerned, with one exception: Negroes were rated superior to whites in classroom behavior. The strong effect of school behavior seemed to indicate strong teacher impressions of the behavioral actions of students. In addition, the tendency was to rate Negro/low-class pupils as being more successful or socially adjusted than white/middle-class pupils but at the same time to rate them less well adjusted psychologically. Nothing in this study, therefore, supported the common notion that class and racial biases affect teacher ratings and evaluations. (EDRS Price: MF-$0.75, HC-$9.10.)

**ED 010 677**

Pearce, F.C.

**BASIC EDUCATION TEACHERS-SEVEN NEEDED QUALITIES.** 19 pages.

In this study, trainees, teachers, and administrators identified characteristics of an effective adult basic education teacher. Student opinions were obtained through group discussion, brain-storming, and questionnaires. Depth interviews were conducted with the teachers using a case history approach. Teachers and administrators described a hypothetical teacher. The study showed that respect for the student is primary; teachers must have understanding, flexibility, patience, humor, practicality, creativity and preparation. (EDRS Price: MF-$0.25, HC-$1.05.)

**ED 011 868**

Kerlinger, F.

**EDUCATIONAL ATTITUDES AND PERCEPTIONS OF DESIRABLE TRAITS OF TEACHERS.** 16 pages.

To test the hypothesis that perceptions of the characteristics of effective teachers are influenced by judges' attitudes toward education, seven "successful" adjective-checklist and agree-disagree scales were administered to eight samples of from 131 to 556 teachers and graduate education students in five states. Those who characterized themselves as having progressive philosophies of education tended to perceive person-oriented traits as desirable for teachers; while "traditionalists" selected task-oriented traits as desirable. It was further concluded that progressivism and traditionalism are the unities underlying the domains of educational attitudes or philosophies and of perceived teacher traits. (EDRS Price: MF-$0.25, HC-$0.90.)

**ED 011 881**

Sontas, M.

**ATTITUDES TOWARD EDUCATION AND PERCEPTION OF DESIRABLE TEACHER BEHAVIORS–A Q STUDY.** 7 pages.

Thirty-two "progressive" and thirty-two "traditionalist" elementary and secondary school teachers were scanned to investigate how attitudes toward education influence perception of desirable teacher behaviors. Progressive teachers tended toward concern for pupils (providing individualized materials and showing concern for pupils' personal problems), while traditionalist teachers favored structure and subject matter (presenting well-planned lessons and administering discipline consistently). From this analysis author concluded that the progressive-traditionalist dichotomy underlies perception of teacher behaviors. (EDRS Price: MF-$0.25, HC-$0.45.)

**ED 012 274**

Goldberg, M.L.

**ADAPTING TEACHER STYLE TO PUPIL DIFFERENCES: TEACHERS FOR DISADVANTAGED CHILDREN.** 20 pages.

The assumptions of this review of studies evaluating teachers' style and verbal behavior as it relates to pupil achievement are (1) a pupil's learning is a function of the instruction he receives, (2) teachers are differentially suited to certain groups, and (3) disadvantaged children need teachers with special training. It is noted that, in terms of decreasing proficiency, pupils have been described as "Strivers," "Conformers," "Opposers," and "Wavers," and teaching style has been termed "self-controlled," "turbulent," and "fearful." A hypothetical model for the disadvantaged presented here stresses (1) the need for mutual respect and understanding, (2) a realistic appraisal of the environmentally based, emotional, and academic problems of students, and (3) the knowledge that standard tests measure current academic achievement and ability, and not innate intelligence. To upgrade academic levels, the teacher should establish a businesslike relationship with students which combines warmth, good pedagogical techniques, and an extensive knowledge of his subject. The successful teacher should blend order with flexibility, and his training, in addition to content mastery, should include (1) the use of social work and behavioral science findings to develop new curriculums, and (2) inservice experience in depressed areas. (EDRS Price: MF-$0.25, HC-$1.10.)

**ED 013 775**

Metzner, S.

**AN EMPIRICAL CRITERION VALIDATION STUDY ON SOME PSYCHOLOGICAL INVENTORY FINDINGS RELATED TO ELEMENTARY SCHOOL TEACHERS.** 8 pages.

84 studies of teacher behavior, attitudes and personality correlated with theoretical models

derived from Edwards Personal Preference Schedule (EPPS) and the Allport-Vernon-Lindzey Study of Values. Conclusions were that (1) an occupational press seems most evident on the EPPS Scales relating to heterosexuality, autonomy, endurance, order, and deference; (2) scores on other scales and the study of values showed being a woman and in a particular college is more important in score determination than being an education major; (3) investigators of college-student characteristics should be aware that a specific college has a specific student type which will influence the findings; (4) it is possible and profitable to secure measures of overt actions as validity criteria for paper-and-pencil personality measures; and (5) the EPPS and Study of Values form a theoretical picture of elementary school teachers consistent with their operational attitudes and behavior patterns. (EDRS Price: MF-$0.25, HC-$0.50.)

**ED 018 249**

Harvey, O.J., and Others.

**TEACHERS' BELIEFS, CLASSROOM ATMOSPHERE AND STUDENT BEHAVIOR. FINAL REPORT.** 74 pages.

The first section of this document reports on the replication of a study on the existence of concrete and abstract belief systems in teachers and on how such belief systems affect classroom atmosphere. These same elements were investigated in this study in addition to the primary objective of observing the effect of the two belief systems on student performance. The hypothesis was demonstrated that the greater the abstractness of the teacher's belief system, the greater her resourcefulness, and less her dictatorialness and punitiveness, and the better the academic performance of the pupils. (EDRS Price: MF-$0.50, HC-$3.80.)

**ED 019 119**

Mandel, D.M.

**FINAL REPORT ON HEAD START EVALUATION AND RESEARCH 1966-1967 TO THE INSTITUTE FOR EDUCATIONAL DEVELOPMENT, SECTION III: INFLUENCING ATTITUDES OF PARENTS AND TEACHERS THROUGH REWARDING CHILDREN.** 130 pages.

Sixty-nine Mexican and Negro preschool children ranging in age from 5 to 7 years took part in a study to find out if material rewards given to Head Start children would affect the attitudes of mothers and teachers towards the children. Both mothers and teachers rated the children on the Head Start social behavior inventory. Twice a week for the next 5 weeks each child in the rewarded classes was given a toy and a bag of fruit with a note from the teacher stating that these were rewards for the child's performance in school that day. Nonrewarded children took home items made in school that day such as school valentines and cut-outs. After 5 weeks, mothers and teachers again rated children's behavior. Analyses of variance of the data showed that mothers' attitudes did not change as a result of rewards but that teachers' attitudes were positively affected. (EDRS Price: MF-$0.75, HC-$6.60.)

## TEACHER EVALUATION

**PS 000 040**

Appell, M.L.

**ASSESSMENT - ITS MANY FACETS. VOLUME 43, NO. 8.**

Assessment functions as a direct outgrowth of the values held central to the purpose and meaning of the school. One of the dangers of judging, categorizing, classifying, and ranking is that of depersonalizing. If assessment is to be used as a way of helping the teacher to know what is happening in the classroom, certain dimensions must be considered. Perhaps the most important one is the teacher's relationship with the child. These questions must be considered in assessment. Does the teacher accept the child as a person entitled to his own dignity? Does the teacher allow the child his differing perceptions and honor them? What is the nature of the teacher's way of helping and encouraging learning? How does the teacher stand on the use of trust, faith, and unconditional regard for the child versus the use of grades, stars, public approval or disapproval, and prizes? Is the classroom climate one of warmth and interrelatedness? (Available in Childhood Education, volume 43, number 8, April 1967.)

**ED 013 238**

Bloom, R.D.

**FOUR OBSERVATIONAL CATEGORIES FOR DESCRIBING TEACHER BEHAVIOR.** 2 pages.

It is hypothesized that four dimensions of teacher behavior are important in mediating classroom learning: information giving, response elicitation, feedback, and teacher control. Intercorrelations among the observational categories showed that the categories were mutually restricting. A tendency to give information reduced the likelihood of encouraging pupil responses or providing feedback. Significant differences between teachers were found for the ratio of feedback to response elicitation, assumed to correlate positively with effective teaching. Limited evidence suggests that observation procedure does differentiate among teacher styles, but the scale still needs to be validated against external criteria. (EDRS Price: MF-$0.25, HC-$0.20.)

**PS 000 791**

Hunter, M.

**MOTIVATION THEORY FOR TEACHERS, A PROGRAMMED BOOK.**

Principles of motivation theory which are susceptible of advantageous application in teaching are presented and described in terminology readily comprehensible to the classroom teacher. Motivation is defined as a state of need or desire that produces activity directed toward the satisfaction of that need or desire. Environmental variables which may be manipulated in order to engender increased or decreased motivation are enumerated. The quality of feeling tone and the degree of concern or tension which are generated in response to a given situational stimulus are specified as variables of primary importance. Other variables cited as related to amount and intensity of motivations are (1) interest, (2) success, (3) difficulty, (4) knowledge of results, and (5) relation of the activity to an internalized goal. The educational exploitation of these variables is discussed, and in every instance illustrative hypothetical examples are introduced. (Available from TIP Publications, P.O. Box 514, El Segundo, California 90245.)

**PS 001 339**

Southwest Education Development Laboratory.

**PREPARING TEACHERS OF DISADVANTAGED CHILDREN.** 229 pages.

A random sample of Texas and Louisiana public schools, colleges, universities, and teachers was surveyed to determine the scope, nature, and effectiveness of teaching programs for disadvantaged children. Extensively tabulated data on the characteristics of elementary school programs is presented in the report. The data indicate the following information: (1) public schools are short of special personnel, (2) principals and teachers agree on program goals but not on methods, (3) disagreement exists among principals on criteria for selecting teachers of the disadvantaged, (4) inservice training programs are used frequently, and (5) paraprofessionals are being used. In colleges and universities, few programs exist aside from federally supported programs and there are few education programs for preschool teachers. Included in the survey report are suggestions for a new definition of disadvantaged children, for revision of programs, use of Negro-populated schools for sources of answers, and use of inservice programs among the disadvantaged. (Available from Southwest Educational Development Laboratory, Austin, Texas.)

**ED 001 754**

Miller, H.L.

**URBAN EDUCATION: THE EFFECT OF INFORMATION ON STUDENT BELIEFS ABOUT THE SLUM SCHOOL.** 19 pages.

Because of the possible occurrence of a teacher's fear of difficult schools, her resistance to teaching in them and her lack of understanding for the lower class child, a program was developed orienting education students to lower class culture. Several teachers on a panel met over a 4-week period to discuss discipline, family and neighborhood backgrounds, how children learn, and how the schools help the beginning teacher. To obtain students' attitudes, tests were given before and after the sessions. It was concluded that the sessions were useful. Education students, exposed to positive communications from people working in lower socio-economic area schools, became tolerant and flexible. (EDRS Price: MF-$0.25, HC-$1.05.)

**ED 001 941**

Board of Education, New York City.

**BRIDGES TO UNDERSTANDING: TEACHER ORIENTATION AIDS.** 64 pages.

The Integration Program of New York City schools has two objectives: desegregation, to accomplish a better ethnic distribution of pupils; and improvement in achievement of pupils handicapped educationally by social and economic forces. Teachers need a knowledge of the history and development of the Negro race in America and of the unfounded myths which have arisen about it. There are many stereotypes, derogatory phrases, and professional terms which are negative in tone, which teachers should avoid in parent-teacher conferences. Knowledge of Puerto Rican and other immigration groups can help a teacher appreciate the need for extending democratic principles to the many groups in our culturally pluralistic society. (EDRS Price: MF-$0.50, HC-$3.30.)

**ED 002 418**

Hough, J.B.

**THE DOGMATISM FACTOR IN HUMAN RELATIONS TRAINING OF PRESERVICE TEACHERS.** 20 pages.

The effectiveness of programmed human relations training in improving the human relations skills of preservice teachers and the effects of dogmatism on the learning relations skills was studied.

Two hundred and thirty preservice teachers were the subjects. Matched study groups were tested both before and after instruction to assess human relations skills.

It was concluded that the Human Development Institute (HDI) General Relationship Improvement Program can teach human relations skills to preservice teachers, especially when instructional sessions are spaced one week apart, and that highly dogmatic subjects with relatively closed belief-disbelief systems make less gain in human relations skills than others, particularly in the area of empathic understanding. (EDRS Price: MF-$0.25, HC-$1.10.)

**ED 010 781**

Naubrich, V.F.

**CROSS-CULTURAL APPROACHES TO BEHAVIOR AND LEARNING.** 13 pages.

The teacher and school system serve as the key mediators in the acculturation of students from deviant subcultures. However, the teacher's commitment to the ethics of work and competition, her future-oriented value system, and her concept of a father-dominated nuclear family structure tend to alienate her from her students. Many Indian and East Harlem children, of different cultures, may never acquire tools for full acculturation. The child's concept of the teacher as a success in a hostile culture and the teacher's materialistic motivation for choosing her profession may further alienate. Moreover, the educator's opportunity for personal, individual evaluation of students is often limited by administrative proscriptions. Steps in teacher education can assure a more successful cultural bridge between student and school personnel. The staff should understand and accept the presence of alien subcultures, initiate measures for parent cooperation and student participation in programs for developing skills and raising the aspiration level. Teachers should exhibit flexibility in recognizing and rewarding evidences of nonverbal achievement. (EDRS Price: MF-$0.25, HC-$0.75.)

**ED 017 326**

Meter, J.H., and Brudenell, G.A.

**INTERIM PROGRESS REPORT OF A REMOTE TEACHER TRAINING INSTITUTE FOR EARLY CHILDHOOD EDUCATORS.** 18 pages.

An institute was planned to train teachers who were too geographically separated to meet regularly for course work. 100 teachers attended orientation sessions concerning the use of microteaching techniques and materials developed specifically for working with disadvantaged nursery school children. After returning to their schools, teachers viewed a filmed demonstration teaching example, taught four prewritten learning episodes to their children, and videotaped one of the lessons in a nearby recording center. The teacher compared the results with the filmed sample, evaluated her performance and mailed evaluation and tape to the Institute. Project data is to be analyzed and findings reported. If this type of remote teacher training proves to be successful, it could profitably be used for teacher self-evaluation or training in areas remote from educational institutions. (EDRS Price: MF-$0.25, HC-$1.00.)

## TEACHING METHODS

**PS 000 118**

Hoppock, A.S.

**ALL CHILDREN HAVE GIFTS.** 32 pages.

Not only the gifted child, but all children can make special contributions to our society. The concern for the education of the gifted child should be used as a stimulus for reevaluating and strengthening the school program for all children. It is, therefore, the teacher's job to help each child develop his unique gifts. To do this, the teacher must create a classroom environment which encourages the child's individual talent or creativity, such as writing or painting. Individual differences in the heterogeneous classroom provide the opportunity for children of different backgrounds and abilities to learn to respect, appreciate, and help one another. Slower-learning students are stimulated by the intellectually able ones, and they all share satisfaction in projects which they have achieved together. Brief examples of special contributions made by children of different ages and grade levels are given. (Available from Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. Price: $0.75.)

**PS 001 330**

Bank Street College of Education Publication.

**SECOND PACKET FOR NURSERY SCHOOL TEACHERS.** 78 pages.

This packet contains a collection of articles which suggest subjects and methods for teaching nursery school children. The articles included are as follows: (1) Blocks–a Tool of Learning, (2) Imagination in Realism, (3) How Can Nursery School be Expected to Benefit a child?, (4) Play as a Growth Process, (5) Play Equipment for the Nursery School, (6) The Meaning of Creative Expression for the Child, (7) Teacher-Child-Parent Relationships, (8) You Can't Hurry Them, (9) Should Preschool Children be Taught the Three R's?, and (10) The Most Important Years. Implied or stated are positive teacher characteristics and methods for promoting learning and adjustment in young children. (Available from 69 Bank Street, New York, New York 10014.)

**ED 001 347**

**THE SUTHERLIN PROGRAM. IDEA INVENTORY IN TEACHING THE CREATIVE.** 35 pages.

In "Ten Ways of Helping Young Children Gifted in Creative Writing and Speech," Dr. E. Paul Torrance suggests that the teacher should provide materials which develop imagination, encourage children to record their ideas, accept the child's natural tendency to take a different look, and love them and let them know it. Pupils' questions and imaginative ideas should be treated with respect. Evaluation should be tied in with cause and consequences. In grades seven to

twelve, teachers should attempt to enrich the student's sensitivity to the world about him and to other people, have the student read well and widely, and provoke him to learn by the use of leading questions. (EDRS Price: MF-$0.25, HC-$1.85.)

**ED 001 660**

Weinstein, G.

**DO YOU DIG ALL JIVE.** 10 pages.

Teachers should be familiar with the language patterns of pupils. A case is cited in which a teacher attempted to teach romantic poetry to a class of teen-agers. They responded with boredom. A poem by Langston Hughes entitled, "Motto," expressed in "jive" language was introduced to the same class and immediately captured the students' interest. Making use of the students' jargon stimulated interest in poetry. It is recommended that the teacher let his pupils teach him their language. An insight into oral communication can prove significant to understanding the problems of disadvantaged children. The dialogue of interaction taking place between teacher and students as they discussed the Hughes poem is included. (EDRS Price: MF-$0.25, HC-$0.60.)

**ED 001 698**

Fresno County Schools.

**TEACHING BILINGUAL CHILDREN.** 39 pages.

To help bilingual (English-Spanish) children, activities and methods are presented which are intended for use with children from kindergarten through eighth grade. In kindergarten, Spanish-speaking are to be placed with English-speaking children. A selected speaking vocabulary and opportunities for listening should be offered. Stories, poems, and songs in English should be used. In first grade the children are brought together in common experiences. Activities using materials such as paints, vocabulary cards and building blocks are necessary. Language development according to the level of need and creative story and poem-writing should be encouraged. Children need to develop confidence and beginners should be praised in their efforts to speak English. Spanish-speaking children react to learning as do other children. The value of bilingualism should be emphasized. The special needs of Spanish-speaking children after grade one require their integration into the school and community, and the development of English language skills. (EDRS Price: MF-$0.25, HC-$2.05.)

**ED 002 560**

Board of Education, Syracuse, New York.

**LANGUAGE ARTS IN THE KINDERGARTEN.** 42 pages.

Language arts curriculum for kindergarten children includes development of a meaningful vocabulary, teaching the child to listen, encouraging appreciation of the written word, dramatic

experiences, stories, poems, and music, and encouraging good speech habits. The unit areas of the language arts course are taught simultaneously throughout the year rather than in sequence. A teacher should establish a pleasant classroom atmosphere, provide a model of speech for the children to imitate, balance speaking and listening activities, use appropriate words to enrich vocabulary, be aware of home and neighborhood backgrounds in relation to language, enlarge the children's frame of reference by new experiences, and be alert to individual speech problems. Classroom participation, informality, and the use of spontaneous situations as they occur are important aspects of instruction. A variety of materials stimulates the child's curiosity and accelerates his learning in language arts. Bibliographies for teachers and children, lists of films, filmstrips, and records are included. (EDRS Price: MF-$0.25, HC-$2.20.)

## TEAM TEACHING

**ED 001 842**

Norwalk Board of Education.

**NORWALK PLAN OF TEAM TEACHING.** 39 pages.

A team teaching plan was designed to improve the instructional program for pupils, through changes in grouping practices, curriculum, and instructional techniques, and through more effective use of teacher strengths, interests, and talents. The redeployment of personnel and salaries possible in the team organization helps to create new teaching jobs with increased prestige, status, and salaries, without affecting the costs of education.

During the first two years, teams were composed of a team leader, a cooperating teacher, and a teacher aide, and each group contained approximately 75 children. During the third year, part-time professional instructional help was added. Larger numbers of pupils and teachers were included in a team, and grade lines were crossed. Research activities centered on development of models for team teaching.

Children achieved as well academically in the plan as in the self-contained classroom. They also seemed to make a better adjustment to junior high school. Teachers find careers in team teaching more attractive. Team teaching is an effective instructional organization for facilitating grade crossing.

Included in the appendix are details of the evaluation of achievement and adjustment, descriptions of the roles of team members and other school personnel involved in the plan, and a description of the instructional program. (EDRS Price: MF-$0.25, HC-$2.05.)

**ED 010 001**

Borg, W.R.

**STUDY OF HUMAN INTERACTION VARIABLES IN SUCCESSFUL AND UNSUCCESSFUL TEACHER TEAMS.** 60 pages.

A study investigated the variables leading to the success or failure of teacher teams. Reported is a survey of 533 team members and 242 principals from schools in which team teaching was employed and an assessment of 63 teachers from 15 teams. Results show that (1) a substantial percentage of current team teaching programs is exploratory, employing only one team, (2) planning is inadequate, (3) the organizational and instructional techniques are flexible class size, ability grouping, and individualized instruction, (4) the administrative problem of adapting available space to team teaching is difficult, and (5) large school principals work with team leaders, while small school principals work with the entire team. The teacher survey indicated that (1) the majority of teams work with pupils at a single grade level, (usually elementary), (2) teacher specialization in teaching and preparation of curricular materials is the usual pattern, and

(3) the more predominant structure has no official leader or little or no administrative authority. Principals and teachers both reported that the teacher characteristics needed for team teaching are flexibility, ability to cooperate and work effectively with other adults, organizational skill, consideration for others, and ability to accept conventional criticism. The most effective teachers participated in planning sessions and these teachers scored higher when ranked by their peers. (EDRS Price: MF-$0.50, HC-$3.10.)

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**(Not available through the ERIC system)**

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**Teacher Beliefs**

PS 001 334 10
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ED 001 049 2
ED 001 100 13
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ED 001 632 1
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